

## *Defining Frameworks*

### Our Purpose

The purpose of the K-12 Visual and Performing Arts Frameworks is to provide a context in which teachers may examine their teaching practices and curriculum in arts education. Frameworks offers models of dance, music, theatre and visual arts education to prepare learners to meet the challenge of the 21st century.

Curriculum frameworks defines, supports and sets parameters for the key ideas, concepts, and practices of curriculum and instructional design, development and implementation. The Visual and Performing Arts Curriculum Frameworks provides direction, focus, coordination, and guidance for public and private schools in the areas of dance, theatre, music and visual arts to meet the challenges of Goals 2000, the Federal education reform initiative supported by the State of Nebraska.

## SETTING THE STAGE

### *What is the Role of Curriculum Frameworks?*

Teachers and school districts can use the Curriculum Frameworks to translate the National Standards in Visual and Performing Arts Education into practical, useful curriculum that meets their needs.

Frameworks provides guidance and coordination for Nebraska teachers. The State of Nebraska prescribes no standard curriculum; thus, Frameworks brings together in one document the best educational practices of some of the most stimulating and exciting arts educators in the state.

Appropriate to both rural and urban areas, Frameworks can help arts educators utilize the community and regional arts organizations and institutions.

Educators will select Frameworks material that is most appropriate for their students and community. They can adapt Frameworks materials for their existing curriculum. Multidisciplinary by design, Frameworks suggests many ways of incorporating the other arts. Teachers are encouraged to work together to see that these ideas become reality.

Through Frameworks, learners will benefit from an arts curriculum which empowers and enriches their lives. They will be encouraged to explore their creativity in music, dance, theatre and the visual arts. Through Frameworks and the expertise and creativity of Nebraska's teachers, arts education in the state is poised to make a difference in the lives of students.

## *Our Mission*

*The mission of arts education in Nebraska  
is  
to provide comprehensive arts experiences  
to empower all students  
to enrich their understanding of themselves  
and the world,  
and  
to embrace the extraordinary potential  
of the arts for  
communication, celebration and creativity.*

**The statement above was developed in joint strategic planning sessions.** Change and school improvement must be guided by strategic planning which includes planning for visual and performing arts education. Representative groups of interdisciplinary teams of teachers, administrators, parents and members of the community need to become part of the process of change in the educational program—change that will make a difference in the opportunities, content and delivery of quality arts education for all learners.

## SETTING THE STAGE

### *Belief Statements*

*We believe.*

- The arts promote greater understanding of the human experience
- Arts education integrates and expands learning across areas of study
- A quality visual and performing arts curriculum is an essential part of the core educational program for all students.
- The arts foster creative and critical thinking, self-discipline and lifelong learning.
- Through the arts, people celebrate and understand themselves, others and the world in which they live.

The arts are a powerful means of communication among individuals, generations and cultures.

- A quality visual and performing arts curriculum includes theatre, music, dance and visual arts.
- A quality visual and performing arts curriculum encompasses process, performance and production, criticism, aesthetics and historical and culturally diverse perspectives.

## *Goals for Arts Education*

### *Learners will:*

- Recognize and value the connection between the arts and their own lives and environments.
- Recognize the intrinsic and aesthetic value of the arts in their own learning and creative processes.
- Recognize and investigate the many roles of arts and artists in the past, present and future.
- Exhibit visual, kinesthetic, auditory, oral and written communication skills in responding to their own artistic expression and that of others.
- Be able to develop criteria based on knowledge and experience in evaluating their own and others' creative expressions or work.
- Understand connections between the arts and other fields of study
- Recognize the importance of diversity and equity in the creation performance, interpretation and evaluation of the arts.
- Solve problems through the visual and performing arts